

SL.CCR.1**CCR Speaking & Listening Anchor Standard 1:**

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly **and persuasively**.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grades 11-12** topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Grade**11-12****Students:**

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from text and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers **to promote civil, democratic** discussions and decision-making, set clear goals and deadlines, and individual roles as needed.
 - c. Propel conversations by posing and responding to questions that **probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.**
 - d. Respond thoughtfully to diverse perspectives; **synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.**
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SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grades 9-10** topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Grade**9-10****Students:**

- a. Come to discussions prepared, having read and researched material under study: explicitly draw on that preparation by referring to evidence **from texts and other research** on the topic or issue **to stimulate a thoughtful, well-reasoned exchange of ideas.**
 - b. **Work with peers to set rules** for collegial discussions and decision-making (e.g., **informal consensus, taking votes on key issues, presentation of alternative views**), clear goals and deadlines, and individual roles as needed.
 - c. **Propel conversations** by posing and responding to questions that **relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.**
 - d. **Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections** in light of the evidence **and reasoning** presented.
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SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 5** topics and texts, building on others' ideas and expressing their own clearly.

Grade 5

Students:

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions **by making comments that contribute to the discussion and elaborate on the remarks of others.**
 - d. Review the key ideas expressed and **draw conclusions in light of information and knowledge gained from** the discussions.
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SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 4** topics and texts, building on others' ideas and expressing their own clearly.

Grade 4

Students:

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed upon rules for discussions and **carry out assigned roles.**
 - c. **Pose and respond to specific questions to clarify or follow upon information, and make comments that contribute to the discussion** and link to the remarks of others.
 - d. **Review the key ideas expressed** and explain their own ideas and understanding in light of the discussion.
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SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 3** topics and texts, building on others' ideas and expressing their own clearly.

Grade 3

Students:

- a. **Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**
 - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. **Ask questions to check understanding of information presented, stay on topic,** and link their comments to the remarks of others.
 - d. **Explain their own ideas and understanding in light of the discussion.**
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